

# THE *Journal* OF THE **AER**

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**THE ASSOCIATION FOR EDUCATION BY RADIO**

# Who? What? Where? When?

—The D. C. AER is holding its 1945-46 meetings in the radio studios of the U. S. Department of the Interior, as it did a year ago.

**Rocky Mountain Radio Council** issued recently an attractively illustrated report covering its activities for the year ended July 31, 1945.

**Willett Kempton**, who has been serving in the Radio Bureau, OWI, has replaced Shannon Allen as director of radio and television, U. S. Department of the Interior.

**Directory of College Radio Courses**, issued by the Federal Radio Education Committee, November 1, 1945, reveals that 53 colleges offer courses in teacher preparation and classroom use of radio.

**British Radio Programming**, is the title of a mimeographed release of the American Broadcasting Company which, through the courtesy of the *AER Journal*, presents an abridgment of the three articles written by Burton Paul.

**The School Broadcast Conference** announces the Seventh Annual Classroom-Use-of-Radio Competition, the entries for which close on October 1, 1946. Interested teachers should write to Information Editor, Room 701, 228 North La Salle Street, Chicago 1, Illinois.

**Betteclaire R. Titus**, Sulzberger junior high school, and **Christine L. Staniforth**, Houston school, both Philadelphia teachers, were recently awarded WIP scholarships for the University of Pennsylvania course in Radio in Education. This is the second year that these two scholarships have been awarded.

**Station WBAA**, Purdue University, held a Listener's Conference November 15. Out-of-town speakers included Blanche Young, Indianapolis public schools; Frank Schooley, University of Illinois; Dr. Harry J. Skornia, Indiana University; Dr. Clarence Morgan, Indiana State Teachers College, Terre Haute; and Mrs. Jack Grieg, Newcastle, Indiana.

**Shannon Allen**, who for seven years has directed the government's radio and television studios in the U. S. Department of the Interior, has resigned to undertake a private venture. He has formed the Shannon Allen Associates, 1026 Seventeenth Street, Northwest, Washington, D. C., an organization dedicated to the "exploring, writing, and producing of the drama of America."

**Swarthmore, Haverford, Bryn Mawr, and the University of Pennsylvania** have formed a new regional collegiate network. This enables them to exchange important lectures, debates, music, and sports. All the four schools are members of the Intercollegiate Broadcasting System, but this marks the first regular wired hook-up among IBS stations. In the past each college transmission system has confined its programs to its own campus.

**James L. Fly**, who left the FCC chairmanship about a year ago to enter the commercial field, has recently resigned his post to take up private law practice.

**Neville Miller**, formerly of the NAB, has opened a law office in Washington, D. C., and will specialize in radio cases. Among his early problems was to investigate the value of an FM station for Princeton University.

**William D. Boutwell**, managing editor, *American Vocational Journal*, transferred his headquarters from Washington, D. C., to New York, November 19. Additional duties will include matters involving Scholastic Awards.

**Vivian Fletcher**, a D.C. AER member, left December 1 for Greece to join her husband, Arthur Fletcher. Arthur, who was discharged recently from the Army, is now on the public relations staff of the UNRRA in Athens. Vivian is a successful script writer.

**The Baxters**, a radio series sponsored by the National Congress of Parents and Teachers, returned to the air for its fourth year on December 15 over NBC, 2:30 p.m., EST. The series is intended to give assistance in solving post-war domestic problems.

**Leaves**, an Encyclopedia Britannica classroom film originally broadcast over CBS television station WCBW, was presented as a stage production by five New York City high school students at the Atlantic City meeting of the New Jersey Education Association, December 1.

**Philip A. Young** of N. W. Ayer and Son, Inc., was awarded recently a prize of \$500 as the winner of the YMCA's national radio script contest to promote greater understanding of other peoples of the world. Second place winner was **L. M. Crutchfield**, Monrovia, California.

**The Chronicles of America Photoplays**, a series of fifteen Yale University Press films, are being presented over NBC's television station WNBT. The first presentation took place December 6. The films are designed to recreate events of outstanding importance in American history from Columbus to Appomattox.

**NAB's Willard D. Egolf** has written that the NAB was not settling officially the dispute between WWJ and KDKA, to which editorial reference was made in the October *Journal*. The Chronology of Radio which was reprinted by NAB, and which listed the earlier date for WWJ, was only for the guidance of stations and did not constitute an official decision.

**The Human Adventure**, University of Chicago's prize-winning dramatizations of momentous events in history, is now being aired only on Station WGN, Chicago. The Mutual network has replaced it with a program, *Exploring the Unknown*, prepared in conjunction with Columbia University. Sherman Dryer, producer and director, has moved to New York to put on the new show.

**Marie Finney** is the new director of radio and visual education in the Texas State Department of Education.

**Harold W. Kent**, AER past president, is now displaying the eagles of a full colonel, a Washington correspondent informs us.

**FM Broadcasters, Inc.**, has become a self-governing department of the National Association of Broadcasters, according to information recently received.

**Orchestras of the Nation**, an NBC program which brings to the microphone 14 major American symphony orchestras, began its third consecutive season on December 15.

**The University of Kentucky's FM Station**, WBKY, is on the air on Monday, Wednesday, and Friday nights from 7 to 9 p.m., CST. It is the only FM station now operating in Kentucky.

**Jack Weir Lewis** is acting director, Rocky Mountain Radio Council. He had been associated for a long time with the Council and with Robert Hudson who left the directorship for a post with CBS in New York.

## NATIONAL OFFICERS

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## The Challenge of Frequency Modulation

**T**HE RAPID EXPANSION of FM, which was delayed by the war, is now beginning. Soon there will be the opportunity to measure achievements against predictions.

Today, only a few educational institutions own broadcasting stations. An overwhelming majority of the stations licensed in the regular broadcast band are commercially operated. This situation led the FCC some months ago to reserve 20 frequencies for educational FM use. This allotment should make possible the establishment of a state-wide educational radio service in every state, *provided the necessary steps are taken by the proper authorities.*

**The reservation of FM frequencies** for education was an essential, first step in the process of making educational radio use more universal. *But it is only a first step.*

The U. S. Office of Education has taken the next step—encouraging various educational institutions and agencies in the several states to plan immediately for effective use of the frequencies on a state-wide basis.

The time has now arrived for the third step—the actual construction of stations.

**It is not surprising** that Wisconsin, whose broadcasting station, WHA, lays claim to being the oldest educational broadcasting station in the Nation, is leading the way in the FM field. Wisconsin has a plan, a legislative act, a state-wide committee, and a state appropriation. It also has applied for a construction permit for its first two units.

There are other states which have reached the planning stage. This is not enough. FM planning should be going forward in all forty-eight states.

None would deny that business has been quicker to recognize the power which radio wields in influencing people and, likewise, more resourceful in developing program techniques to increase its effectiveness. But radio's potency is not limited to selling goods. We have seen it used skillfully by the aggressor nations in moulding an entire people to a common [and mistaken] viewpoint. More recently, we have learned much about the way radio served the cause of the United Nations among the subjugated peoples, and thus made easier the eventual downfall of Germany.

**All the evidence** of research and experience points to a single conclusion: radio can be as effective in the educational process as it is in selling goods, *provided* planning, talent, finance, and all of the other necessary ingredients for success are used to the same degree as in commercial radio.

Education lost its first chance by failing to take advantage

of its opportunity when broadcasting began. It now has a second chance—under much more favorable conditions. Will every one of the forty-eight states move in, stake a claim, and develop in the public interest its share in the educational FM band? There may be no third chance!

**There are some** [it is to be hoped that they are few] who think that the development of FM stations will relieve commercial stations from their responsibility for educational programs. For example, Robert S. Stephan, radio editor, *Cleveland Plain Dealer*, wrote in his November 11, 1945, column that when a community has a non-commercial FM station "No longer then will there be a need to depend so strongly upon commercial stations for free time."

If Mr. Stephan means that commercial stations will be relieved of the obligation to provide time for radio programs designed solely for "in-school" listening, he is correct, but it is another matter if he thinks that the non-commercial FM stations will then have sole responsibility for educational programs.

Fortunately, a clear-cut statement on this subject has been issued on behalf of the radio industry itself by A. D. Willard, Jr., NAB executive vice president. In the November *Journal*, he wrote: "When a school wishes to tell its story to the general public . . . the ready-made audience of the commercial station is the one it will want. Such programs generally should be broadcast over the commercial station to do the best job, and the commercial broadcaster will continue to devote time, money, and talent to the needs of educational institutions which he supports as a loyal citizen." Finally, he argued, that a commercial broadcaster is licensed to serve the public interest, convenience, and necessity, and "An important justification for the renewal of this license is the showing which the licensee makes in the field of educational programming. There can be no well-rounded station operation without it."

**Every state** which develops an educational FM system as envisioned by the U. S. Commissioner of Education will be in a position to greatly strengthen the work of the schools and education generally. It can then do on a state-wide basis what cities like Cleveland have done locally. Such a service will be over and above that now rendered by commercial stations serving the same area. In fact, it is reasonable to suppose that a successful educational FM system may create a parallel demand for a more extensive educational program on the commercial stations. Such a situation would be a boon to all broadcasters.—TRACY F. TYLER.



# International Exchanges of School Broadcasts

**A** WORLD SURFEITED WITH WAR PROPAGANDA looks to educational radio for the speedy healing of the hates, fears, and suspicions engendered in the past ten years. Since radio knows no national boundaries, it can do much to make or mar international goodwill. But like all the newest inventions of science, radio has a Jekyll-Hyde capacity for good or evil. What are we doing to minimize the evil and ensure the maximum benefit?

In ten or fifteen years the children now in our schools will have the job of implementing or discarding the peace settlement and the plans for world order and reconstruction that we adults are making today. Therefore the international influence of radio should be paramount in our schools. We should be consciously using it as a God-given instrument to abolish prejudice and ignorance, widen old concepts of citizenship, and create new concepts of world security and brotherhood. This task is no educational "frill." It lies at the heart of the struggle we are making to prevent the self-destruction of the human race.

Language is one but not the only barrier that handicaps the schools of the civilized nations in their use of radio for educational exchanges. Recently, in Canada, we carried out a small experiment to test the strength of the speech barrier even where a common language existed. This was a plan for exchanging, through transcriptions, three short descriptions of their daily life, to be given by representative school children in Canberra, Ottawa, and London. Will it be believed that, after the most careful selection and training, and the employment of the best production technique, none of these schoolboy presentations proved acceptable to the ears of the other two partners in the scheme? London disapproved of Canada's pronunciation of "Ottawa." Ottawa found London's accent mirth-provoking. And there was something about the rhythm and intonation of Canberra's utterance that made it unsatisfactory to London and Ottawa. The barrier was hard to define, but definite.

However, between Canada and the United States, contiguous countries

where linguistic and cultural handicaps hardly exist, more positive results have been achieved. For the past four years school broadcasts have been exchanged regularly through the CBS American School of the Air—the CBC taking two or three of its courses weekly on Canadian air, and conversely contributing certain programs about Canada to be heard in U. S. schools. These exchanges have been popular and successful in both countries. Educational broadcasts have also been exchanged between the CBC and certain individual U. S. stations [such as WBOE, Cleveland, and WBEZ, Chicago].

An increasing number of educational broadcasts about Canada originate from individual U. S. stations for the benefit of U. S. schools and colleges. Similarly, educational broadcasts about the United States originate in Canada and go out to Canadian schools. There have also been many instances of two-way radio conversations between individual schools [e.g. Rochester and Toronto] in Canada and the United States.

From this experience, some important facts have already emerged. On the whole, Canadian children are taught more about the United States than United States children are about Canada. This is the normal relation between great and small neighbors; but it surely indicates that a heavier responsibility lies on the broadcasters of the larger country to use radio for self-enlightenment about their smaller neighbors. In fact, most of the available examples of mistakes in educational broadcasts are errors about Canada in U. S. broadcasts.

Errors of interpretation are not infrequent. Sometimes there is a genuine ideological difference, as for instance when CBS recently rejected a previously arranged and approved CBC contribution to the Science Series of the American School of the Air on the ground that the story of Ontario hydro-electric development, considered strictly educational on the Canadian side, was "controversial" for American consumption. Conversely, a few years ago a chorus of complaints was raised by Canadian schools that heard an American School of the Air dramatization of a children's book about Haym Solo-

mon, in which the hero's persecution by British troops in the War of Independence made it appear as if the latter were anti-semitic.

Errors of factual detail in Canadian history, geography, and politics occur more often. An episode that suggests that Quebec children are in the habit of begging from American tourists; a program that implies unconscious U. S. superiority over Europe in regard to racial intolerance; a scene exaggerating the British "tyranny" from which the "Mayflower" pilgrims fled across the Atlantic—these are but a few examples of actual radio items that have caused offense in educational broadcasts heard across the border. Sometimes serious errors of fact also creep into the printed supplementary matter issued to teachers.

School broadcasts, of course, are heard not only by children, but by their parents and teachers, who are quick to resent either propaganda or mis-statements that they may notice creeping into the programs. Unwittingly, therefore, inaccuracies in educational broadcasts serve to foster international ill-will.

The problem has recently been investigated by the Canada-United States Education Committee, a joint body of teachers and educators set up by the American Council on Education and the Canada and Newfoundland Education Association and other organizations, with the aid of a Carnegie Foundation grant, to study ways of more closely correlating the curriculum and methods of teaching in our two countries so as to promote better mutual understanding. This Committee, in discussion with leading educational broadcasters, has found that there is need for better machinery for the exchange of syllabus, script, and transcription material for school broadcasts between the two countries; also for the exchange of personnel [including producers and scriptwriters] engaged in the work of school broadcasting. The Committee plans to call together at an early date a representative gathering of educators and broadcasters to explore the full potentialities of school radio in developing Canada-United States relations.

The Committee also felt that it could help to increase the number of educa-

tional broadcasts giving sound information to schools and colleges about our two countries by preparing a specimen model course of broadcasts on a topic of common interest to Canada and the United States. The Committee contemplates approaching the networks and asking them to collaborate by putting on the air, as a public service, one or more of these model courses. At the same time transcriptions would be made of the series and distributed afterwards to local stations and schools.

These proposals, which are at present only in the preliminary stage, should be viewed in the light of the setting up of the new International Educational and Cultural Office of the UNO, and in the light of various plans

already propounded for using radio educationally on behalf of the United Nations. International exchanges of educational programs cannot be effectively provided "from the top downwards." They must occur as the natural outcome of the needs of educational broadcasting, as developed according to the local pattern, in each cooperating country. For this reason the Canada-United States experience in exchange of school broadcasts is of great value. It demonstrates that the obstacles and pitfalls are many. When these obstacles were outlined at the International Education Assembly in New York last year, they were underlined by significant applause from the representatives of Latin American countries. These,

and indeed *all* small countries, are well aware of the difference between genuine international educational exchanges, organized on a give-and-take basis and carried out with accuracy and impartiality, and pseudo-educational international exchanges provided on a one-way basis and flavored or motivated by propaganda. They are therefore keenly watching the Canada-United States experiments to see whether they will prove successful enough to warrant wider imitation and adaptation. The UNO educational organization would be well advised to proceed, in radio, along the same path.—RICHARD S. LAMBERT, supervisor of educational broadcasts, Canadian Broadcasting Corporation.

## The School and Good Radio Listening Habits

**I**N MY ATTEMPT to answer the question, "What is the extent of the school's responsibility in developing good radio listening habits," I have tried to evaluate the experimenting I have been doing in this field during the past fifteen years.

I believe the extent of the school's responsibility in developing good radio listening habits should be somewhat comparable to the extent of the school's responsibility in developing good reading habits. I would go a step further. I believe the extent should be even greater, for does not the average child spend more time listening than reading? Listening is a democratic procedure. It is not a passive activity. It is our democratic privilege to listen to all sides of a question. How many children or grown-ups appreciate that privilege? It is our democratic right to accept, reject, or give further study to what we hear. How many children or grown-ups exercise that right?

With every privilege there is a responsibility. It is our democratic responsibility to listen to the other fellow until he has finished. How many children or grown-ups assume this responsibility? I believe it is the school's responsibility to make children aware of these democratic privileges and responsibilities. We need to indoctrinate for democracy more than we have in the past. Guiding children's radio listening is an excellent means to that end.

We read for information, we read for enjoyment. Good listening, no less

than good reading, should stimulate thinking, arouse feeling, stir the imagination. During a recent meeting of the National Council of Teachers of English, I was present at a conference on "The Art of Intelligent Listening." One of the speakers in discussing the topic, "Listening Behavior in the Secondary School," gave an excellent definition of listening. Before I give you his definition I am going to use one of the techniques he said we employ in order to get people to listen to us—one commonly used,

"Listen to this."

He said, "Listening at its worst is non-existent, brief in expanse, indifferent, erratic." Then he said, "Listening at its best is purposeful, critical, selective, creative."

I fear that too much of the radio

listening today could be classified under listening at its worst. Why are we, as teachers, concerned? What are we going to do about it? What *are* we doing about it?

When a radio is blaring away it cannot be truly said that someone is listening any more than it can be truly said that someone is reading because a book is open to a certain page. So, when I use the words, *radio listening*, I do not mean simply tuned to a radio station.

Schools today are attempting to teach children to read thoughtfully, with a purpose, critically, and to select books carefully. Those of us who are in the teaching profession realize that it is not an easy task to teach children to think as they read, to question what they read, or to take time to appreciate



*At one end of the Speakers' Table, School Broadcast Conference Luncheon, Chicago, October 23, were [left to right]: DR. WILLIAM H. JOHNSON, superintendent of schools, Chicago; GERTRUDE GOLDEN, district superintendent of schools, Philadelphia; DR. I. KEITH TYLER, AER president; MRS. GERTRUDE G. BRODERICK, secretary, Federal Radio Education Committee; and GEORGE JENNINGS, acting director, Chicago Radio Council.*

as they read. It is not easy when we have the children under our direct supervision. What they do when they are on their own—well, we can only hope and pray. There is another point I'd like to bring out. The modern school adjusts the reading material to the reading ability of the child. It recognizes individual differences. Remember, the radio cannot do that. It does mass teaching. I am sure none of us would try to develop good reading habits, using old, worn out, poorly printed books. We would not stand for it from the physical standpoint.

What about radios? I wonder how many schools, today, have good radios that give clear, true tones and have enough to go around. A survey might be revealing, but, I fear, embarrassing. Then, too, children often have to listen in rooms where the acoustics are poor and where there are many "hurtful distractions" or many "listening blocks."

I believe the first responsibility of the school, in developing good radio listening habits, is to provide good radios and second, enough radios so that the listening group may be fairly small. I would say the group should not be more than fifty in an elementary school. I hope I may live to see the day when every school will have at least *one* sound-proof room.

The third responsibility of the school is to use the radio during school time, but use it wisely. Radio is a tool of learning. Children must be taught how to use it. Radio listening must be purposeful. There must be a preparation or stimulation period to set the stage. This is true for an appreciation program as well as for an informational program. If the purpose of the program is to give knowledge or information, a discussion period must follow, not so much to enumerate facts given as to reveal the extent of understandings gained, to clear up wrong impressions, to stimulate further reading and interest. Children are so likely to feel, "Well, that's the end of that." What an opportunity for the teacher to show that "Oh no, this is only the beginning." Discussions of this sort often bring out prejudices and opinions children have formed.

A guide sheet may be helpful for some radio programs. If parents could be given a general guide sheet similar to the one we use in school, I believe it would be helpful. Perhaps some

school could work out such a guide. If you are listening critically, now, you are perhaps saying to yourself:

"Do parents care?" "Would they use such a guide?"

Yes, I believe some of them care and it is the school's responsibility to make the others care. In my conferences with parents, I find that many of them are interested but confused when we discuss radio listening. They have no measuring stick by which to judge children's radio programs. They are asking the school to help. I believe it is the responsibility of the school to help the parents, to direct and guide them in the selection of radio programs.

One dictionary definition of listening is "to yield to advice." In a recent radio study of reactions and tastes of approximately 600 six- and seven-year olds and their parents, it was found that 52 per cent of the children requested parents to buy merchandise advertised on the radio and 34 per cent sent for prizes, rewards, and other inducements provided to stimulate interest in certain products.

If these very young children have reached the age where they are susceptible to organized pressure, does it not follow that they are old enough to begin to receive training in analyzing this pressure and meeting it in a manner which reflects a knowledge of basic facts? I say, yes, the fifth responsibility is to develop discrimination.

In another radio survey it was found that the average elementary child listens to the radio three hours a day for the seven days of the week. Are they listening? Should children be tuned to the radio for that amount of time? When do they play out of doors? Whose responsibility is it?

Schools can, and I know some do, take hygiene periods to discuss radio listening versus playing outdoors or sleeping. Teachers need the parents' help. The two must work together. Parents flatter us when they say, "Oh, Miss Jones, won't you please ask Mary not to listen to this or that radio program? She will listen to you."

It isn't quite that simple. Schools can go further than they have in directing the type of out-of-school radio programs they wish to have children hear. Through class discussions children soon discover any joyous experience gains by being shared. It will require thoughtful, purposeful, critical,

selective, creative listening on the part of the child in order to discuss in an intelligent manner. After two or three discussions he will discover that.

Enjoying a radio program entails a fine consideration for the rights of others. The necessity for keeping the volume down is a topic worth discussing in any classroom.

An American Medical Association Journal reported recently that in 95 per cent of the cases of hearing difficulty among children referred to doctors today the hearing difficulty was not due to any organic defect but to the children's habitually shutting out sounds they do not wish to hear. How many children trying to do homework have to compete with a blaring radio?

May I summarize—If children can be led to appreciate their democratic privilege of listening to all sides; if children can be made to feel that they have a responsibility in listening; if children are given the privilege of purposeful listening to radio programs during school; if they are given the consideration of listening to a good radio; if they are guided to listen critically, openmindedly; if they are given the opportunity to develop appreciation and discrimination; if they are taught to consider other people by having quiet radios; if they are given their democratic right to discuss out of school radio programs—the school has taken the first step in developing good listening habits.

The next step requires the cooperation of the parents.

In closing, may I raise four questions?

*First*, How can the school and the home best get together so that good listening habits, started at school, will be carried on outside of school? Who shall take the first step? The superintendent? The principal? The classroom teacher? The parent? Whose responsibility is it?

*Second*, Whose responsibility is it to provide good radios for schools? The Board of Education? The principal? The class-room teacher?

*Third*, Could teachers and parents be provided with some measuring stick for judging a radio program?

*Fourth*, How early in the grades should training in radio listening be given?—ADELE K. SOLHEIM, Tuttle demonstration school, Minneapolis Minnesota.



## Time on the Air\*

NARRATOR: *Time on the Air*. . . What is it? It is the world's most amazing shortcut between one voice and the consciousness of thousands. . . An opportunity to multiply by infinity gossip over the back-yard fence. . . A chance to experience omniscience . . . to be everywhere—in countless homes—a part of countless lives—for the interval on the schedule. . . For twenty-five years, *Time on the Air* has been and is the longest grapevine ever devised by man for the human ego to swing on. . . For these reasons, among others, *Time on the Air*, always a high-priced commodity, is also a coveted privilege. . . It is sought not only by those who have something to sell, but by the legions who have something to tell, a cause to plead, money to raise, membership lists to build, prestige to gain, good works to accomplish.

Because radio, as a public trust, is pledged to the best interests of all people, its schedules are open to community broadcasting—that is, within limits, and under certain rules, laid down by radio. Failure to comprehend these rules or limitations does not in the least affect the eagerness of applicants for free time on the air. Their strength is as the strength of ten, because they represent the public good.

Between the communication force known as radio and the request for free time, is a man to whom radio is not so much a miracle, as a job. His responsibility first and last is the radio audience. He knows that the hand that turns the dial is the hand that rules radio. When this high guardian of the ether meets an earnest believer in the public good who comes to ask for free time on the air, anything can happen. . . We present what has happened, what will almost certainly happen again, and since this is a training session, we call the scene you are about to witness. *Time on the Air: How Not to Ask for It*. The participants are Mr. Smith, manager of STATION KXYZ, and Mrs. Brown, radio chairman of the Civic Betterment League.

MRS. BROWN: As I was saying, we decided at our last board meeting, Mr. Smith, that what we need is *Time on the Air*. . . It's one thing that we haven't got and we certainly can't hope to accomplish all the League stands for, in these days, unless we do have some radio time. . .

MR. SMITH: You had in mind a program on the work of the Civic Betterment League?

MRS. BROWN: A radio program, yes. I told our president . . . you know Mrs. Gregory, don't you? . . . that it would be the best project the League could have this year, and, of course, I stepped right into it . . . didn't they make me chairman! I should have called you months ago and if I'd realized it was going to be as easy and pleasant as this I certainly would have!

\*A drama in two parts: I. How not to ask for it, and II. How to get it. The script was written by Muriel Steward, Minneapolis, Minnesota, and was presented at the Training Session on Community Broadcasting, Minnesota Radio Council, University of Minnesota Center for Continuation Study, November 2, 1945.

MR. SMITH: Thank you, Mrs. Brown. Just what did you . . . that is, the League, have in mind?

MRS. BROWN: I told Mrs. Gregory that radio is a power. And the League needs power. She's very keen on every kind of publicity for our work, but she's the sort of person, you know there are some, who just rather look down on radio. . . She goes in for the Symphony and the Art Institute and all that. . . But then I don't need to tell you. . . I guess everyone knows how much she does . . . for worthwhile things. . . It's just one of those things, but so many of the keenest people, you know people like Mrs. Gregory, who really are superior, don't value radio as it should be valued. . . don't you think so?

MR. SMITH: Yes, I think so. About this program . . . you were saying?

MRS. BROWN: That more people should realize how important radio is. . . I wish that every one of our 30,000 League members would feel about radio as I do. . .

MR. SMITH [COMING TO LIFE]: There are 30,000 members in the Civic Betterment League?

MRS. BROWN: I thought you'd be interested in that! [PROUDLY] . . . Yes, we have grown. That's one reason why I think we should go out for radio! I've been to four annual meetings lately, of organizations I'm interested in. . . And every single one of them had some KXYZ radio time listed in their annual reports. . . I thought, then and there, that it is backward of us not to have some radio time to report. . . You see, I do want the Civic Betterment League to be right in there pitching!

MR. SMITH: I understand perfectly. To get back to your membership. . . Just how do you keep in touch with a membership as large as that?

MRS. BROWN: Oh, we don't! That is, not often. We have quarterly meetings and of course every one is invited. . . But every single member gets our annual report.

MR. SMITH: I see. Exactly what sort of program—

MRS. BROWN [INTERRUPTING]: You were wondering if they would all hear our program. Of course that depends on when we broadcast. I noticed that the committee on Community Post-War Planning had evening time. [You see I don't miss a thing!] If they had evening time. . .

MR. SMITH [FIRMLY]: There are preliminaries first, Mrs. Brown. Have you a script to submit that would give us an idea of what the League is considering?

MRS. BROWN: A script? [HESITATES] O-oh, you mean the thing you read. . . Of course we haven't gotten that far. . . I always believe in first things first. We can plan our broadcasts after we know what our time will be. . . I can assure you, Mr. Smith, that every member of our League would be grateful to Station KXYZ . . . and that's a lot of people. . .

MR. SMITH [PATIENTLY]: It is necessary for the entire radio audience to feel grateful for any program we broad-

cast. At least, well . . . grateful enough to listen. Of course you are interested in reaching people outside of your own membership, aren't you? Just what type of program?

MRS. BROWN: What you said just reminded me of something! I've been told that the test of any radio program is not how many people listen, but what people. . . Isn't that true?

MR. SMITH [BEWILDERED]: What people? . . . What people? . . .

MRS. BROWN [TRIUMPHANTLY]: The people interested in the Civic Betterment League's work stand for the best in this state. . . You can count on it, that a League broadcast will be listened to by the very best people. . .

MR. SMITH: Just exactly what phase of the work that the League does, do you consider most suitable for broadcasting?

MRS. BROWN: I brought this with me to show you. . . [PROUDLY PLACES BOOKLET IN FRONT OF MR. SMITH] That is our 1944 annual report. Don't you like the cover? We used the post-war world for our theme right straight through it. You know we've talked so much about the post-war world I woke up the morning after V-J Day and all I could think was: it's here right now, the post-war world. You know, it scared me. . .

MR. SMITH [STARING SILENTLY AT THE BOOKLET]: I don't mean to hurry you, Mrs. Brown, but I am due at an audition soon. . . What type of program—

MRS. BROWN [PICKS UP BOOKLET]: If you could just look this over, I think you'd find the answer to that question. Everything we do is listed and it's indexed, too. [This is the first year we've had an index!] Of course every single project is so terribly important, it really would be hard to choose, but we wouldn't have to, would we? KXYZ wouldn't limit the League to one broadcast, would it? . . . A series sounds so much more impressive. . . Mrs. Gregory would be much more interested in working on this if we had a series. . . And didn't the Committee on Post-War Planning have six? I had hoped that somewhere in our KXYZ series we could put Mrs. Gregory on the air . . . she speaks very well . . . and we do want her to be president again next year. . . You are looking at the index! Which do you think would make the best broadcast? I'd certainly like to have your opinion! It might give us an idea for our whole series.

MR. SMITH [DULLY]: I have no opinion.

MRS. BROWN: Perhaps if I left the report with you and you took just a little time, you might? . . . Of course I know how busy you are! It isn't fair to ask you. . . I know, I can appoint a committee to make a plan for some League broadcasts . . . a series . . . there are 13 broadcasts in a series, aren't there?

MR. SMITH: I beg your pardon?

MRS. BROWN [TO HERSELF]: But it wouldn't do . . . it wouldn't do at all!

MR. SMITH: I beg your pardon!

MRS. BROWN [FIRMLY]: I'm realis-

tic, Mr. Smith. . . . I might as well admit right now that there isn't anyone I can put on that committee who would know what you would want. Not one. After all, we can only *guess* at what KXYZ wants . . . it's a highly specialized field and I don't know of anyone who would have a better idea than you, Mr. Smith. . . .

MR. SMITH: I'm sorry but I—

MRS. BROWN [EAGERLY]: If you could meet with our committee, at a small luncheon?

MR. SMITH: It is impossible for me to make luncheon engagements. I would suggest to your committee that they decide what they want to broadcast and that they secure some professional help in preparing a script and submitting a plan. . . .

MRS. BROWN [HAPPILY]: You mean a sample for the series? You are going to give us a series? Could I say that?

MR. SMITH: Any announcement would be premature. It will depend entirely on how acceptable your completed programs are . . . we couldn't possibly judge until I have seen a script.

MRS. BROWN: But doesn't KXYZ do that part of the work? We could do everything else. . . . I know that I could get Mrs. Gregory. . . .

MR. SMITH [LOOKS ANXIOUSLY AT HIS WATCH]: I'm sorry but this station does not prepare radio scripts for community organizations which are given time on the air. . . . That is the responsibility of the organization. . . .

MRS. BROWN [WITH IRRITATION]: What is the meaning then of this public service we hear on the radio? [INDIGNANTLY] It certainly isn't public service—I didn't mean to suggest that you aren't being helpful. I'm awfully glad we had this talk . . . a lot of people think you are difficult to approach, now I can certainly correct that! You've been *so* helpful. This has been very stimulating. . . . There isn't any reason why we can't appoint a radio committee and do some broadcast planning. . . . After all, we do every other kind of planning. . . . I'll be back. . . . [STARTS TO PICK UP THE BOOKLET IN FRONT OF MR. SMITH] . . . No, I'm just going to leave this report with you. . . . There! [PATS THE BOOKLET] . . . You've been very kind and our entire membership will be just as grateful to KXYZ as I am. . . .

MR. SMITH [BEWILDERED]: Grateful?

MRS. BROWN: That's an understatement. You've been marvelous. I've learned so much! I want to get started on our series right away.

MR. SMITH [HESITATES]: It might be best to submit a suggestion for just *one* broadcast, that is, first—

MRS. BROWN: I forgot one thing . . . everyone will want to know what time our program will be on. . . .

MR. SMITH: I cannot possibly make any decision until I see a script, or an outline of what you plan to broadcast. . . . You can feel quite free to say that. You can say it to any one.

MRS. BROWN: It's been so nice, Mr. Smith. You'll be seeing me again, soon. And in the meantime, if anything should occur to

you from reading our annual report, an idea for a program, I mean, feel perfectly free to call me . . . any time!

MR. SMITH: Thank you.

NARRATOR: Yes, Mrs. Brown, radio chairman of the League for Civic Betterment, will come back. She may even bring Mrs. Gregory with her. *Time on the Air*, once sought, is sought again. *But not all of these seekers* are as blithely unaware as Mrs. Brown of the rules governing radio's gift of free time. Competition among community organizations for a place on crowded radio schedules makes it inevitable that those who *value* radio most must meet radio's own requirements for entertainment. Community groups, eager to broadcast not once but many times, are producing professional programs and are building an audience for those programs. *Time on the Air* is recognized not only as a privilege to the recipient but a responsibility to the audience. . . . All of which makes listening pleasanter for the radio audience and life somewhat easier for the Mr. Smiths of the KXYZs.

We present Part II, *Time on the Air: How to Get It*. Our participants are a slightly older and mellow Mr. Smith, of KXYZ, and the alert secretary of the Community Welfare Council. . . .

MISS WHITE: How do you do, Mr. Smith. . . .

MR. SMITH: Won't you sit down? I appreciated very much your letter telling me of the good results you had from the Welfare Council series last spring. . . . KXYZ is glad to have helped.

MISS WHITE: Thank you. We are very proud of the series and the response was wonderful. We will be able to open a new summer camp next year and, of course, our 'teen age canteen has never been so popular. We owe that to KXYZ.

MR. SMITH: It's the other way around. We are in debt to you for some excellent programs, one of the best series produced on this station in 1945. I want you to see the letters and cards that came in. . . . *That* program made friends for the station!

MISS WHITE [LAUGHS]: Thank you. . . . I'm glad.

MR. SMITH [CURIOUSLY]: You weren't by any chance responsible for the heaviness of our fan mail, were you?

MISS WHITE: I hope not altogether responsible . . . but frankly, we did what we could to interest as many groups as possible in the series . . . and one way of measuring our success along that line is by the number of letters you received. I did urge people to write to KXYZ if they liked our show.

MR. SMITH: You certainly succeeded. . .

MISS WHITE: I'd rather believe that people wrote just because they liked the programs. . . .

MR. SMITH: If you doubt that, just read some of these letters. It *was* a good show. Even the title of the series was good . . . *For You and Yours*. . . . That's a swell title. . . . It hits the mark. It's direct and it has sentiment—an unbeatable combination. I've meant to write the Welfare Council a letter and tell them how much we appreciated that the scripts, which were excellent, arrived on schedule, your production man was always on time, and there was time for re-

hearsal. Not a single show went on cold. Good organization went into that. I know how much of the credit belongs to you.

MISS WHITE: Thank you again. . . .

MR. SMITH: Now to what do I owe the honor of this call, Miss White? By the predatory look in your eyes, I know you are not here to receive orchids . . . belated orchids . . . on the success of the Council's last series. . . . If I'm not mistaken, you are looking ahead to the future. . . .

MISS WHITE [CAUTIOUSLY]: To the not so far distant future, shall we say?

MR. SMITH: Suppose I give you the microphone at this point. . . . You have that super-sales manner about you. . . . Let's go!

MISS WHITE: I'll come directly to the point: in planning KXYZ's fall schedule, will you consider six 15-minute broadcasts sponsored by the Welfare Council and seven allied civic groups?

MR. SMITH: Eight sponsors?

MISS WHITE: Here is the complete list. By combining forces, we can produce a more varied program, we can afford to pay for a professional script and production, and we can reach a larger audience.

MR. SMITH [READING]: This is an impressive list.

MISS WHITE: The title of the series is *Maybe You Know Them*. . . .

MR. SMITH: H-mmm, not bad . . . not quite up to *For You and Yours*. Excuse me. I didn't mean to interrupt.

MISS WHITE: O-oh, don't you think so? Perhaps you are right. . . . You see each broadcast will be based on a true story taken from the case records of the Welfare Council . . . with the circumstances changed just enough to avoid identifying the real person . . . and we will emphasize that it is a true story of work which saved the life of . . .

MR. SMITH [ADDING]: *Someone You Know*. . . . There's your title. . . .

MISS WHITE: *Someone You Know*. . . . I do like that! It will work out well, too. . . . I can think of a theme to go with that. . . . But I must return to my salesmanship, Mr. Smith. By uniting eight organizations in sponsoring this new series, we can do eight times the promotion on the series which we did last spring. At a meeting last week we worked out this plan, which I hope will meet with your approval: A special mailing to 56,000 names . . . [This would be a postcard]. Displays in seven loop windows. . . . Announcements in newspapers and magazines to precede the opening of the series. . . . Announcements before every audience which our speakers' bureau schedules during the next two months. . . .

MR. SMITH: Group sponsorship of a program which has wide community interest is something which I have hoped for for a long time. . . . It gives one series a chance to do a better job . . . and, with such backing, it deserves a good spot on the schedule. . . . What would you say to evening time?

MISS WHITE: I . . . I couldn't say, right off. You see, kind sir, we've never had evening time before. . . .

MR. SMITH: Your program, *For You and Yours*, was a unique experience for KXYZ too. I regretted that we could only give it a 3:45 p.m. spot. . . . I'm not sure that evening time is available, and if it is, of



course, it would be after 10:30. . . . [TO HIMSELF] I would like to get that show on evening time. . . . When could I get a copy of your first script?

MISS WHITE [OPENS A LARGE ENVELOPE]: I have the first three scripts right here. I'll leave them with you. Of course, we will be changing the title. I like your suggestion, *Someone You Know*. . . . Otherwise, here are three completed scripts. By the way, there will be no production assistance needed from the studio. We are engaging the same production man and the Radio Guild Players, just as in our spring series. . . . Agreeable to you?

MR. SMITH: Agreeable? I am enchanted. This is going to be completely painless for KXYZ, best of all it's sure-fire good listening. Just as soon as the schedule is definite, I'll let you know.

MISS WHITE: That will be the go-

signal for our publicity before the first broadcast. I will mail KXYZ a complete outline of our promotion plans and keep you informed.

MR. SMITH: Thank you for coming in and my congratulations on the new series and your plans for it. . . .

NARRATOR: This concludes *Time on the Air*, which teaches an obvious lesson. The participants, in real life, have no relation to the roles which they played. Mr. A is not as mild as the Mr. Smith of Part I nor is he the push-over he appeared to be in Part II. [He wouldn't settle for three scripts in advance, he'd demand all thirteen.] Miss B is not gushy and Miss C wouldn't let anyone, even an educational director, change the title of a show, without a fight. All resemblances to persons living or dead are unintentional.

listener in this country is better served than is the listener in any other country with which I am familiar.

I believe that radio in a democracy must be more than an industry, more than a medium of entertainment, more than a source of revenue for those who own the facilities.

Radio, to serve and survive, must hold a mirror behind the nation and the world. If the reflection shows radical intolerance, economic inequality, bigotry, unemployment, or anything else—let the people see it, or rather hear it. The mirror must have no curves and must be held with a steady hand.

One of the oldest things about radio is its reputation of youthfulness. I have seen many very young men age rapidly during the last few years because they were engaged in a most serious and testing undertaking. I believe that the testing time for broadcasting and broadcasters is just beginning, and youth was never acceptable as an excuse for those who flinched when the going was tough.

—EDWARD R. MURROW, chief of CBS European correspondents, *Talks* 10:21-22; October, 1945.

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## Radio in a Democracy\*

I HAVE BEEN LISTENING to the radio. Some of what I hear I don't like. Maybe you feel the same way. But there is something altogether unique about this American system of broadcasting. There is nothing quite like it anywhere else in the world. I believe that what comes out of the loudspeaker is the most honest and accurate reflection of what goes on in a nation. Radio reflects the social, economic, and cultural climate in which it lives and grows. Compare American broadcasting with that of any other country and you end up with a comparison to this country and that other country.

Our system is fast, experimental, technically slick; it is highly competitive and commercial; often it is loud; occasionally vulgar; generally optimistic; and not always right. But the man who is wrong has his chance to be heard. There is much controversy and debate and some special pleading, but frequently the phonies are found out. There is no conspiracy to keep the listener in ignorance, and government does not guide the listening or the thinking of the people. There is much talk, and you may think that it only contributes to confusion.

The presence of a microphone does not guarantee objectivity, often it endangers humility. A loud voice which reaches from coast to coast is not necessarily uttering truths more profound than those that may be heard in the classroom, bar, or country store. But there they are. You can listen or leave them alone. By turning the dial you can be entertained, informed, or irritated.

During the last nine years I saw something of what radio can do when it is used to tell the people what to think, when it is used to dull the critical faculties, when the right to listen is denied. If you doubt that radio is a powerful medium, you should see how it can warp men's minds when it becomes an instrument of national policy. I do not believe that American radio is perfect. But I am persuaded that the

## Events in Review

### Special Television Program

A significant television show, dramatizing the outstanding part radio is playing in education and revealing the role television is destined to achieve in schools throughout the nation, highlighted the Chicago observance of two Silver Anniversaries—National Radio Week [November 4 to 10] and American Education Week [November 11 to 17].

The telecast was seen and heard on Tuesday, November 6, at 1 p. m. over television Station WBKB, Chicago, by students of Goudy elementary school, Lake View high school, and other guest schools assembled in their classrooms. Prepared in cooperation with the Radio Manufacturers Association, it was one of a 13-week series of educational television programs presented by the Radio Council of the Chicago public schools.

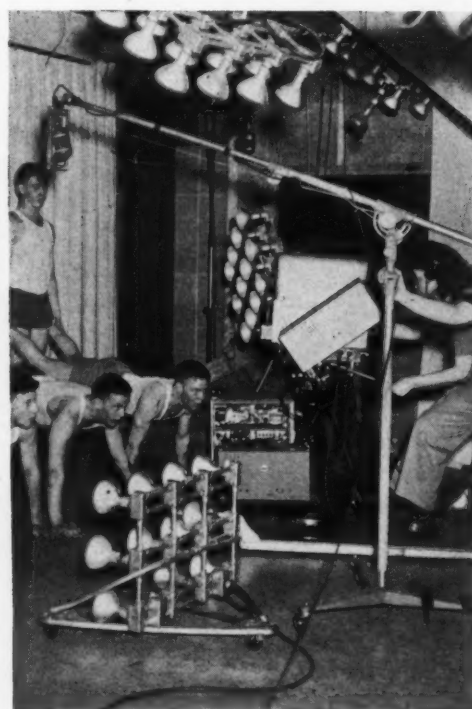
The program, illustrating the manner in which two separate fields—radio and education—have joined to contribute

to a better educated America, depicted the start of modern broadcasting with the transmission of the Harding-Cox election returns by Dr. Frank Conrad. At the same time, the telecast showed the causes behind the establishment of American Education Week, which was originated after World War I by the National Education Association in cooperation with the American Legion to help combat the large percentage of illiteracy discovered among servicemen during that war. More recently its purpose has been to stimulate increased interest in education "to promote the general welfare."

Sponsors of American Education Week now, in addition to the Legion and the National Education Association, are the United States Office of Education and the National Congress of Parents and Teachers.

National Radio Week climaxed the celebration of the twenty-fifth anniversary of the American system of (Please turn to Page 73)

## Television and FM in Chicago



*Highlights of activities of the Chicago Radio Council. Upper left—GEORGE JENNINGS, associate director, being televised by the television camera of WBKB; left center—MR. JENNINGS interviews GENERAL CARLOS P. ROMULO on a broadcast by WBEZ and WIND; lower left—Hirsch high school students in a half-hour television review of art in the Chicago schools—a show conducted entirely by teachers and students; upper right—a television demonstration of physical education activities in the Chicago schools; lower right—a regular WBEZ broadcast participated in by Chicago elementary school pupils.*

## Special Television Program

(Concluded from Page 71)

broadcasting. The nation's broadcasters and the radio manufacturers selected the week as a period in which to familiarize the public with the origin and growth of broadcasting; its major share in the war, during which a total of 7½ billion dollars in communications equipment was produced for the armed forces; its part in guarding free speech; and the contribution it is making to the welfare of the nation and the individual citizen.

Included in the telecast were scenes showing the first attempts to combine radio and education, the work of the networks and individual stations in presenting educational broadcasts, the role of education and radio in World War II, and the possibilities for the linking of visual as well as audible education through the development of television as a medium of public information in the peacetime years ahead.

### Massachusetts Plan

The November *AER Journal* provided a brief description of the Massachusetts Plan through which the Division of University Extension, Massachusetts Department of Education, offers college credit to students who register for and listen to the broadcast, *Our Foreign Policy*.

It is now possible to provide the following additional details concerning the plan:

"The Massachusetts Plan" has been carefully developed so that all students registered receive by mail each week copies of scripts used on both radio programs together with bibliographies and other helpful information. The State Division of Public Libraries is giving the radio project valuable assistance. Catherine M. Yerxa, general secretary, Library Division, has asked all public libraries in the state to set aside special reference shelves on foreign policy literature. The libraries also are to serve as examination points at which all registrants are to submit to a two-hour supervised test following the twenty-sixth week of the co-operative broadcasts. These examinations are to be forwarded to Boston where they are to be graded by the course leader. Thus, it will not be necessary for a listener to leave his own community at any time while working to be certificated for two-hours of college credit by the

Massachusetts Division of University Extension.

To make certain that the listener upholds his part in "The Massachusetts Plan," Dr. Leland M. Goodrich, course leader for the series, calls for four monthly reports based on reference reading together with two other papers, each based on a summary of at least ten weekly programs.

"The Massachusetts Plan" was conceived as an aid to teachers in areas remote from educational centers. With wartime restrictions on travel, it was almost impossible for them to fulfill in-service professional improvement requirements. For this reason many Massachusetts teachers found it impossible to qualify for local salary step increases.

However, the project has attained a broader listener interest. In one community, a "listening post" has been set up by a parent-teacher association, whose particular problem has been to retain the active interest of fathers. Now, every other week they have a large turnout of fathers who conduct a two-hour open forum based on the views expressed on the radio programs. Naturally, this group is considered as a course auditor and none of the enrollees is seeking college credit. Still, "The Massachusetts Plan" has proven a boon to P.T.A. membership. A similar "listening post" has been set up in one of the large municipal libraries with equal success.

All participants and co-operating agencies appear pleased over the manner in which the project has "caught on." In a recent memorandum to all affiliated station managers an NBC spokesman described "The Massachusetts Plan" as "one of the most interesting public service projects that we have seen in some time." To this should be added the comment of Massachusetts Education Commissioner Dr. Julius E. Warren who says: "We look upon 'The Massachusetts Plan' as the beginning in a great program of co-operation between commercial broadcasters and educators for the benefit of the public at large."

### KOMO's "Across Horizons"

*Across Horizons*, a weekly series of half-hour dramatic programs, heard over KOMO every Monday evening at 9:30 p.m., began with the immediate success of "Pinocchio's Penny." This fantasy, written by Betty Mears and produced by Bob Hurd in connection with the annual Penny drive for the Children's Orthopedic Hospital, led to the setting up of the series. "Pinocchio's Penny" was released live, and also by transcription, to other stations in the state of Washington.

*Across Horizons*, a public service program of drama and music, features each week some agency of community scope. A background of a 17-voice choir, directed by Einar Lindblom, provides color and warmth to the program.

## Current Recordings

*Gudbrand-on-the-Hillside, Sleeping Beauty, Baldur, and Tales From the Volsunga Saga* [two records]. Told by Mrs. Gudrun Thorne-Thomsen. Chicago: American Library Association. 1945. Sold only in sets of five records; per set, \$10, prepaid.

These five records include four Norse tales, in the selection of which consideration has been given to the story interests of children ranging from five and six to adolescent years.

The narrator was born and spent her childhood in Norway. She came to this country near the turn of the century. All through the years she has retained pleasant childhood memories of the tales which were first told to her in the Norwegian language. In one way and

another she has made it a point to share these memories with the children of America. In two of the books which she has to her credit—*East O' the Sun and West O' the Moon* and *The Birch and the Star*—she has translated and retold many of the old Norse tales. Always she has enjoyed telling stories to groups of listeners, children and grown-ups alike. And now in making these recordings she is using a very modern technique which could assure hundreds and thousands of children the opportunity to hear and enjoy these old, old tales.

Recordings of this sort could well be used in a variety of situations. When one notes the manner in which department store recording booths fairly bulge with adolescents one wonders if records of this sort might not interest these



same boys and girls if they could be made available to them in public libraries. Certainly the record idea could be used in library story hours for young children. And the recordings could be broadcast to appropriate age groups in book and story hours. One advantage of the recordings over the personalized radio reading or telling of the stories would lie in the fact that teachers, before tuning in on the broadcasts, might avail themselves of the opportunity of listening to the versions to be presented. If the records themselves could be made available to the schools then the stories could be both previewed and reviewed. Story telling records being made available to the schools would also make it possible for the stories to be used with the groups when background materials had set the stage for their fullest appreciation. Still another advantage in having records of this sort would be that those interested in the art of story telling could use the recordings as models.

There is a charm in Gudrun Thorne-Thomsen's Scandinavian accent which makes the telling in these recordings particularly suited to Norse tales. It does seem unfortunate, however, that throughout the four stories presented there persists a somewhat trying pattern of rising inflection. It is as though each phrase presented a new moment of suspense. As one listener said, "The story teller's voice makes me think I should be hearing something very awesome and mysterious; but the text doesn't make me feel that way at all." The presentation seems most sincere in *Gudbrand-on-the-Hillside*. Here the teller un masks and even deigns to chuckle a bit in the mood of the story.

It is probable that the story teller felt the necessity of getting as much story material as possible on a single record surface. Her efforts result in making the listener feel that the story is being told with metronomic precision. One could wish that the tempo had varied more with the type of material. The break in story content necessitated by turning over the record is beautifully taken care of; in each case the break occurs at a high point.

I have tried *Gudbrand-on-the-Hillside* with a group of able five-year-olds and they have received it with enthusiasm though not always with understanding. Several times the record had

to be turned back so that the group could grasp certain key words. Doubtless the rate of telling made it difficult for the children to grasp the ideas which followed, almost without pause, one upon the other. At times the sibilants seemed somewhat distressing.

I have not had an opportunity to try the records with older boys and girls. But I am of the opinion that they would resent the sweet, ever rising, never falling, story telling voice which is used throughout the recordings. They would demand more virility in the presentation of the material.—NEITH HEADLEY, Institute of Child Welfare, University of Minnesota.

### Businessmen Look to the Future

Educational institutions which are maintaining or which plan to maintain libraries of recordings should follow closely the various series of transcribed radio programs broadcast by local stations throughout the year. Many excellent series of fifteen-minute or half-hour programs dealing with material of great educational value may thus be located. These transcribed series are presented to local stations by various national organizations for broadcast purposes. After they have been broadcast, the station usually has no further use for them and would be willing to deposit them with an educational institution for classroom or auditorium use. In cases where the recordings are returned to the sponsoring organization, direct application to such organizations

will frequently secure the release of these recordings to local school libraries on a long-time loan basis.

*Businessmen Look to the Future* is an example of this type of material. This is a series of discussions on what American industry can offer in the way of jobs and products after the war. Program titles are: *General Introduction, Aircraft, Housing, Chemicals and Drugs, Textiles, Food, Electronics, Railroads, Rubber, Automotives, Oil, Lumber, The Future of Flying*. The programs are presented by several national experts in the fields, with Dwight Cook acting as moderator. For example, participants in the *Future of Flying* are Peyton Magruder, chief of new design for the Glenn L. Martin Company; E. E. Carter of the ball and roller bearing industry; and Waldo Russell, editorial director of American Aviation Publications. These men discuss commercial transport and private flying in terms of what the public may expect in the way of service, speed, and cost of air transportation in the near future.

Some of these programs are suitable for junior high schools, some for senior high, college, and adult groups. They are of varying value and should be first heard by the teacher to determine if they fit into a particular group. They are all 33 1/3 r. p. m. and were originally broadcast over WOR and stations of the Mutual Network.—ALICE W. MANCHESTER, Teaching Aids Laboratory, Ohio State University.

## University Radio Curricula

### Oklahoma

**R**ADIO BROADCASTING INSTRUCTION at the University of Oklahoma has been reorganized on an inter-college plan.

Radio courses had grown up in different departments and schools of the University; in addition some student training was being given directly by the University radio station, WNAD. The need for centralized planning of the course offerings seemed clear. Three possibilities were suggested: that a separate radio department be set up; that all of the course work be centered in an established department; that an all-university, inter-college plan be undertaken. The president of the univer-

sity appointed a coordinator of radio instruction whose recommendation was that the inter-college system be developed.

The advantages of this plan are many. Perhaps the most important is that each department does the radio job which it is best prepared to handle. Journalism offers work in radio news and advertising; speech offers work in voice, diction, and non-dramatic program types; drama offers acting, dramatic writing, and production; education offers training in utilization; the university station provides advanced laboratory work which is coupled with formal training in specialized activities. Duplication and overlapping are elimin-

inated. A few "service" radio courses are listed by more than one department; these are the courses which might properly be included in a radio department, if one were set up, because the content seems to fit one school as well as another and is basic no matter what area of radio a student chooses to emphasize; an example is the "backgrounds" informational course.

Various departments on campus have agreed to offer "service" courses in allied fields. For example, the School of Electrical Engineering offers a course for non-technical students; the Department of Psychology offers "the Psychology of Advertising and Selling"; the Department of Modern Languages offers a course in world languages, with special attention to pronunciation. Such "service" courses are required of every student who undertakes a radio broadcasting curriculum.

At the undergraduate level several curricula with radio majors are open to students. One B.A. degree emphasizes speech and utilitarian programming; a B.A. in journalism emphasizes the news and advertising areas; a B.F.A. in drama emphasizes dramatic writing, acting, and production. A bachelor of education degree with a major in radio broadcasting intended for teachers, is [November 20th, 1945] in the process of being developed. Each degree requires a central core of work in science, literature, social studies, and the usual general culture courses. In addition, typewriting skill is required of all majors. Courses in business management, economics, and accounting are urged as electives for the men, and home economics work for the women.

In the Graduate College a Master's degree is being formalized and will probably have been established by the time this article appears. Here, work in areas such as research, public service, promotion, and station management problems will be offered.

Steps are being taken toward centralizing the clearance of all university broadcasting done on stations other than the University-owned outlet. As yet, no immediate need has arisen for bringing all radio work [instructional, WNAD, non-state-station broadcasts] under a central committee, although such a set-up is serving well in some other universities.

A practical summer institute, focusing attention on station jobs and prob-

lems, is planned to be taught by people who are working at commercial stations. This training will be in connection with the regular summer school, but will be concentrated in a ten-day period and will be open to anyone with adequate background. A bulletin on the institute will be ready soon and will be sent on request.—SHERMAN P. LAWTON.

## Nebraska

The spring of 1940 brought an insistent demand for radio training at the University of Nebraska. Several interested freshmen brought the idea to the attention of their advisors in the Junior Division — an administrative agency which meets the educational needs of students who do not plan to attend the University for more than two years.

After several months of study and exploration, a two year radio curriculum was devised which led to an associate degree in radio. Early in 1941, the plan received approval from the University Senate. Already it has proved itself to be a definite asset, Junior Division students approving especially the fact that it may provide a marketable vocational background for future employment.

The radio curriculum committee included representatives of commercial radio and education. The core curriculum they recommended was built around radio, business administration, and English but included related courses in speech, music, and journalism. In the radio courses, training is offered in microphone technique, commercial writing, script writing, and all general production procedures.

Beginning the first year, the student is introduced to the microphone and the techniques to be mastered for its use. From there he advances to the art of commercial and script writing. The objectives to be achieved by the end of the first year's work are: to understand how to use the microphone; to be well on the way toward writing acceptable radio material; and to be

able to read and interpret radio scripts in a manner suitable for broadcasting. When the student has successfully completed these requirements he has a broad base for further production training and studio experience.

The casts from the first year groups are directed by the second year students. Thus the advanced students are given an opportunity to produce the superior scripts written during the first two semesters training. Not only do these student directors go through the mechanics of producing a studio program, they also learn how to work with other people thereby gaining valuable experience in the art of direction and interpretation.

During the formative stages of the two-year radio curriculum there seemed to be a feeling among the students that microphone work was the essence of the radio industry. An attempt has been made to break down that misconception and present experiences that encourage training in as many as possible of the related fields of the radio industry. Assuming that the student will leave the University after receiving the associate degree, the aim has been to show him that he is not a "specialist" in one field of radio. Commercial radio asks for students who are adaptable, with an over-all picture of the radio industry as well as training in English, business administration, and psychology.

A third year of radio was begun in 1945-46 for students wishing to return for additional credit. The course includes live broadcasting experience over station KFOR and participation in Radio Workshop. Students completing three years in radio may apply the credit toward a speech major for the baccalaureate degree.

During the first semester, 1945-46, students beginning the two-year radio course come from Nebraska, Kansas, Colorado, Wyoming, Iowa, and South Dakota. From this geographic distribution it is apparent that our work in radio is gaining recognition beyond the state borders. —W. S. MORGAN, director of radio, University of Nebraska.

## Local Association Activities

### Northeastern Region AER

The regional president and state directors of the Northeastern Region, AER, met in Newark, New Jersey, on

December 8. Eight states were represented: Connecticut, District of Columbia, Massachusetts, New Hampshire, New Jersey, New York, Penn-

sylvania, and Rhode Island. In attendance also were; AER President, Dr. I. Keith Tyler, AER Second Vice President, Robert B. Hudson, Northeastern Region President, Robert B. Macdougall, and Irving R. Rosenhaus, executive vice president and general manager, WAAT.

Reports were presented from state and local associations; there was discussion of methods of stimulating local and state AER activities; plans were made for the forthcoming Regional Meeting; and attention was given to techniques for stimulating workshops, college courses, institutes, and other

opportunities for in-service training of teachers throughout the region.

### Washington, D. C., AER

H. Quentin Cox, assistant manager of KGW, Portland, Oregon, and an AER member there, was the speaker at the season's first meeting of the Washington, D. C., AER on December 5. Mr. Cox discussed the School of the Air which KGW has been presenting for the Portland public schools during the past fifteen years. Other speakers included AER Past President, Colonel Harold Kent, and Mrs. Gertrude G. Broderick, secretary, Federal Radio Education Committee.

## Reviews

*Radio Handbook.* Prepared by C.I.O. Political Action Committee. New York: The Committee. 1944. 48 pp. [Free].

This brochure begins categorically with a statement that everybody, on reflection, is likely to accept: "If the Constitution of the United States were written today, 'freedom to listen' would appear before 'freedom of the press.'" The brochure goes on to tell in what ways radio may be made to serve labor—giving not merely advice on varying techniques on the air but counsel on what to do when a radio station refuses to give a labor organization [specifically one affiliated with C.I.O.] time on the air. [The counsel under the latter head is given this title: "When You Shout—Make It Loud."] The brochure concludes with two specimen 5-minute skits. Others besides labor officials can profit from the excellent tips given in this brief manual.—MAX J. HERZBERG.

*Manual for Radio.* By Herold Truslow Ross and Darrell Hayward Gooch. Ann Arbor, Michigan: Edwards Brothers, Inc. 1945. 106 pp. [Litho-print.] [Available through AER Book Service.]

This manual will be especially useful to the high school workshop director who has had relatively little experience in radio. While the assignments are not designed for exclusive use at the high school workshop level, it is apparent that they are prepared for relatively unsophisticated students.

In their introduction to the manual, the authors present very briefly a picture of radio in America, and give, in a few succinct paragraphs, some elementary advice about speaking into the microphone. They also mention some of the occupational opportunities in the field of radio. They are, however, probably too optimistic in suggesting that "there is every reason to believe that the entire field of radio will experience a phenomenal growth in the near future, providing broad opportunity for young men and women who are interested."

The projects included in the book are on the whole useful; the reports sheets are well-planned; and a number of excellent listening assignments are appended. A severe critic might feel that these projects are oversimplified, but they are systematically worked out, and provide for an important and frequently neglected type of activity. Well chosen tests for announcers and sample continuity are also included.

*Manual for Radio*, then, will be most practical for the beginning workshop director, or classroom teacher, who needs assistance in mapping out performance, as well as listening assignments. Since high school workshops are so frequently directed by those whose fields of specialization lie outside radio, this material should be especially helpful.—E. W. ZIEBARTH.

*Radio Drama in Action.* By Erik Barnouw. New York: Farrar & Rinehart. 1945. 397+xii pp. \$3.00 [trade], \$2.25 [text].

The editor, who was a former executive for NBC and is now an instructor in radio writing at Columbia, calls this collection of radio scripts "25 plays of a changing world." It seems to me by far the best anthology of radio plays thus far published. The editor's viewpoint is frankly social. He notes impatiently that radio today uses its manifest power mainly for merchandising, and that sponsored programs are largely gag comedy and escape drama. But more often than one might expect, in view of the pretty general commercialization of the air-waves, it "also uses its power toward pushing back the horizons of public knowledge and understanding. It is with this crucially important function, with 'public service' radio, that the present volume is concerned."

The table of contents proves to be almost a roll of honor of script-writers—Orson Wells, Pearl S. Buck, Morton Wishengrad, Alan Lomax, William N. Robeson, Stephen Vincent Benet, Norman Rosten, Norman Corwin, Ronald MacDougall, Arch Oboler, besides many others whose names are per-

haps not so familiar or who are better known in other realms than radio.

Of the volume as a whole one can say that it is an honor to American radio. If, despite all handicaps and obstacles, work as good as this has been produced within the past few years, there is hope of still greater achievement. If a comparative newcomer like Millard Lampell can write "The Lonesome Train," if even a serial can achieve greatness as with Sandra Michael's "Against the Storm," one may look forward optimistically. Barnouw himself writes somewhat angrily in his foreword about "the conditions that prevail," but his own wise and artistic selections show that the folks in radio itself are being pretty stubborn about making good anyway.—MAX J. HERZBERG.

*Program Patterns for Young Radio Listeners in the Field of Children's Radio Entertainment.* By Dorothy Lewis and Dorothy L. McFadden. Washington, D. C.: National Association of Broadcasters. 1945. 80 pp. [Free].

These two Dorothies are experts—the one co-ordinator of listener activity for the NAB, the other president of the widely known and very useful Junior Programs. They have made a very careful survey of children's programs all over the country and arranged them according to 21 patterns. Some patterns occur too frequently, others too little; often local stations just duplicate when they might vary. For conscientious station production managers this booklet is full of good ideas. There are sections too about foreign station programs, national network programs, television and FM, transcriptions and scripts, community co-operation, and other topics. The brochure closes with a series of excellent recommendations and with a group of sound criteria.—MAX J. HERZBERG.

## Alpha Epsilon Rho



**New Chapter**—Alpha Rho, at the University of Oklahoma, has been granted a charter as Theta chapter of Alpha Epsilon Rho. Installation was held December 15, with the executive secretary conducting the ceremony. Officers: Frances Herndon, *president*; Jean White, *vice president*; Catherine Robinson, *secretary*; Joy Dell Blossom, *treasurer*.

**The Executive Secretary** of Alpha Epsilon Rho is donating a fraternity wall banner to the chapter submitting the best pledging ceremony. Each chapter was invited to submit its suggestions. Entries closed on December 15 and copies are being sent to each of the chapters for approval.

**Alpha Chapter, Stephens College**—New Officers: Barbara Lenz, *president*; Beth Means, *secretary*; Eunice Welch, *treasurer*. Alpha is continuing its staff responsibilities on KTX, the campus gas-pipe station. The new chapter sponsor is Hale Aarnes.

**Beta Chapter, Syracuse University**—New Officers: Cynthia Barnett, *president*.



Lynn Kunkle, *vice president*; Shirley Entwistle, *secretary*; Sidney Anderson, *treasurer*; Alice McGrattan, *corresponding secretary*. New Pledges: Julia Boyajian, Don Laubenstein. Activities for the month of December included the initiation ceremony and the annual AEP Christmas party given for all radio students and the staff of the Workshop.

**Delta Chapter, Michigan State College**  
—New Officers: Joan Carter, *president*; Yvonne Passel, *secretary*; Shirley Caswell, *treasurer*. New Members: J. Kenneth Richards, honorary; Richard Straight, William Thieliche, Virginia Malloy, Maxine Elliot. Past president of Delta Chapter — Bob Kamins—is now doing an excellent job as announcer and news commentator at WKZO. Kamins received his position upon his graduation in 1945. Delta Chapter has been sponsor of the weekly series of half-hour dramatic broadcasts, "Radio Workshop," throughout the past year. Although its immediate faculty advisor, Joe A. Callaway, has been on tour for the past term, these broadcasts have been continued successfully under the guidance of Paul Giesenhof, who has directed the shows. Initiation is planned for the winter term.

**Epsilon Chapter, Ohio State University**  
—New Officers: Elma Venn, *president*; Kathleen Coorley, *vice president*; Mary Jane Orth, *secretary*; Howard Aikens, *treasurer*. Epsilon chapter has been functioning effectively since the beginning of the quarter. Business meetings are held on the second and fourth Tuesdays of the month. Each Sunday afternoon the chapter cooperates to present over WOSU, the Alpha Epsilon Rho Playhouse, a half hour dramatic show. A number of the plays have been transcribed to enlarge the library. The chapter has resumed sponsorship on Saturday morning of a fifteen-minute dramatic show, the purpose of which is to give interested students on the campus an opportunity for radio experience. These shows also afford valuable experience to members of the fraternity who are cooperating in their production. One of the members recently wrote and produced his own show which was submitted for the national library.

Tuesday evening, November 6, proved the culmination of the chapter's project for the quarter. At that time eleven candidates were formally pledged. They were James Barry, Aaron Dan, Ann Duffy, Lowell Ford, Patricia Harris, Marvin Homan, Mary Ann Rothman, Frank Rusza, Joan Thoman, Sid Wasserman, and Mary Whitaker. A committee formulated and designed a pledge manual which included the aims of the organization and the qualifications each pledge must fulfill to become eligible for initiation. At the brief ceremony each pledge was presented with a manual and the official colors of the fraternity.

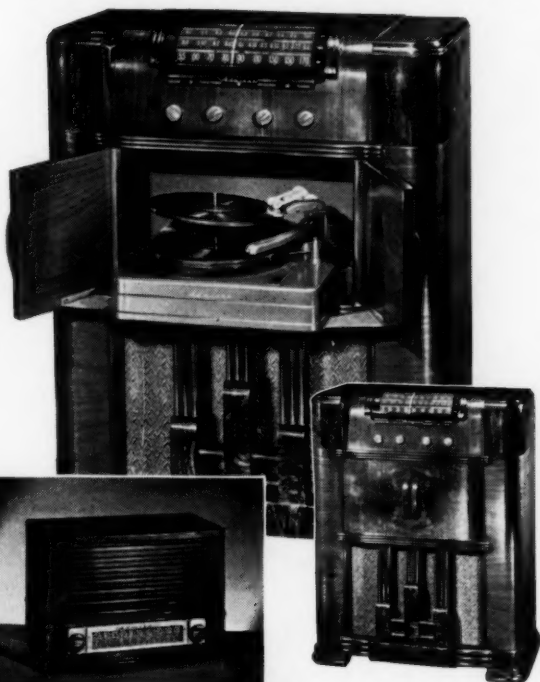
**Zeta Chapter, Siena Heights College**  
The new Zeta sponsor is Sister M. Trinita, O.P.

Questions concerning Alpha Epsilon Rho should be addressed to Sherman P. Lawton, Executive Secretary, Alpha Epsilon Rho, University of Oklahoma, Norman, Oklahoma.

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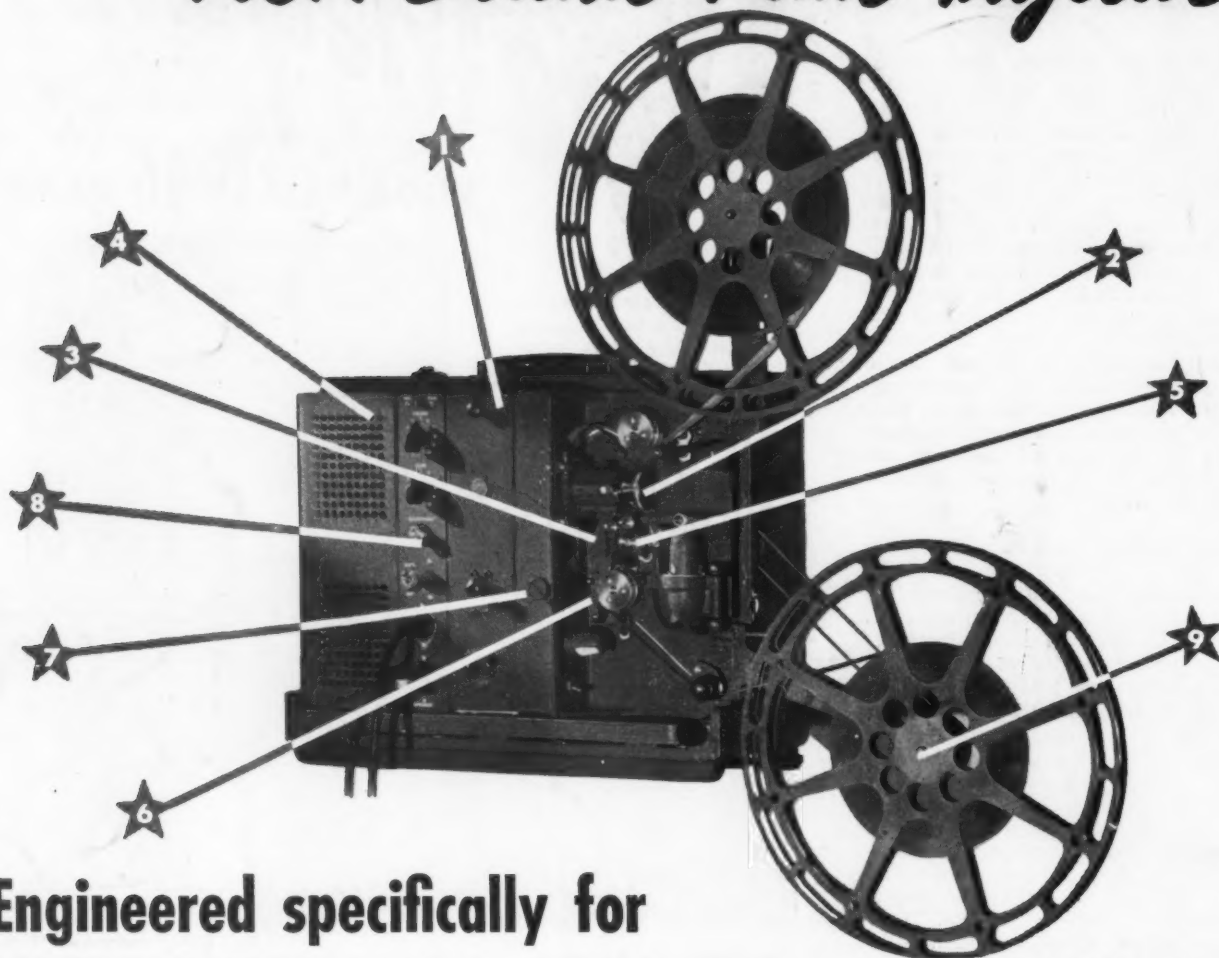
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